

UKS2

Cycle B

Spring Term

Raid, Invade, Stayed

National Curriculum

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Raiders or settlers: How should we remember the Vikings?






KEY LEARNING –

Children will know who the Anglo-Saxons were and that they came before the Viking raids and invasions. They will know who the Vikings were, where they came from and how they got here (longships). They will know when and why the Vikings came to Britain. They will know about the Viking raids on Britain and how the Anglo-Saxons reacted the Viking raids. They will know that the Vikings first invaded Lindisfarne in 793AD. They will know how the Vikings gained such a bad reputation and understand that accounts of the Vikings were exaggerated by the accounts written by monks. They will compare a Saxon account and a Viking account of the same event (the raid on Lindisfarne). They will know that the Anglo-Saxons and Vikings became neighbours in Britain, but they did not always get on peacefully. They will know that in 865AD the Vikings took on a new focus – trying to conquer the Anglo-Saxon kingdoms rather than raiding. They will know that by 874AD the Vikings had conquered all Anglo-Saxon kingdoms except Wessex. They will know that in January 878AD the Vikings succeeded in taking Wessex. They will know how King Alfred defeated the Vikings at the Battle of Edington in 878AD. They will know that King Alfred drove the Vikings out of Wessex, and in 886AD he also drove the Vikings from London and secured it. They will research the different reasons why Alfred has been deemed to be 'great'. They will know that a treaty was drawn up between King Alfred of Wessex, Guthrum and the Danes which divided England. They will know what Danelaw was and how it was split after the treaty. They will know the importance of York in the Danelaw and its importance for trade. They will know that recent excavations in York have changed our view of Vikings and that we know they were also traders as well as raiders. They will know what Viking life was like in a Viking settlement. They will know what Viking society was like. They will know how the Anglo-Saxons tried to unify England and who Edward the Elder, Aethelflaed, and Athelstan were, and they took land back from the Vikings. They will know the significance of each individual and compare their achievements. They will know how Athelstan united England and know that he was the first king of all England. They will know that by 954AD the Danes had left England. They will know that Ethelred the Unready paid the Danes large sums of money to not attack his kingdom. They will know that in 1002, Ethelred ordered all Danes living in English territories to be murdered. They will know that this resulted in the Danes coming back to England for revenge in 1003. They will know that Ethelred fled to Normandy when London submitted to Sweyn, leaving the whole country under Danish control. They will know that the Danes finally secured the throne of England in 1016 under Sweyn's son King Cnut. They will know what happened at the Battle of Hastings in 1066. They will know that William the Conqueror was crowned King of England in 1066 and this ended the Anglo-Saxon period in Britain. They will be able to sequence key events on a timeline between 789AD-1066AD and decide whether it was a success or a failure for the Vikings.

LKS2 – Know who the Celts were. Chronological understanding – Celts followed by Romans in Britain. Understanding of invasion and settlement when looking at the Romans.

UKS2 – (Cycle A) – Anglo-Saxon England came before the Vikings. Understanding of invasion and settlement when looking at the Anglo-Saxons.

Substantive Concepts

				
Conflict, invasion, and settlement	Society (social structure, civilisation, politics, role in the empire)	Culture (entertainment, religion, beliefs)	Trade	Achievements and legacy
<p>Know that the Vikings raided England in 793AD and that in 865AD, they had a new focus – conquering. They will know about Viking settlements and Danelaw. They will know how England was divided between the Anglo-Saxons and Vikings and how eventually the Anglo-Saxons regained all the land. They will know that the Vikings did invade again in 1003. They will know what happened at the Battle of Hastings.</p>	<p>Know that many Vikings worked as farmers and life was tough for farmers as everything was done by hand. Know that other Vikings were craft workers. Know what craftsmen did and what they made. Know that society was hierarchical. Know that a king was the most powerful person in all the land. Know that below the king were the noble or wealthy Vikings known as jarls. Know that jarls were rich landowners or traders who employed men to work for them. Know that the karls were the everyday people and did jobs like farming and craft work. Know that karls were not as rich or important as jarls but they weren't poor either. Know that the thralls were at the bottom of society. They were slaves and did the hardest jobs. Know that they could buy their freedom if they earned enough money.</p>		<p>Know that the goods that craftsmen made were taken to market to sell. Know that a family could buy anything here, from amber beads and apples to walrus tusks and wolf skins. Know that Viking traders also sold goods even further away. They sailed the seas to buy silver, silk, spices, and furs to bring back home. Understand the importance of York as a place for trade and how recent excavations there have shown us that they were traders as well as raiders.</p>	
<p>Previous learning – LKS2 – Romans – invasion and settlement in Britain. Came by boat across the English Channel. UKS2 – Cycle A – Anglo-Saxons – invasion and settlement of the Angles, Saxons and Jutes.</p>	<p>Previous learning – KS1 – understanding that society has rich and poor and compared differences and similarities (class system on the Titanic). LKS2 – Romans – an emperor was at the top of their social structure. Egyptians – society was hierarchical with a pharaoh was at the top of their social structure with peasants and slaves at the bottom. UKS2 – Victorians – class affects your way of life (how they experienced the Industrial Revolution). Cycle A – Mayans - society was hierarchical with the king above craftspeople, then farmers, then slaves at the bottom. Similarities and differences between rich and poor.</p>		<p>Previous learning - LKS2 – Stones and Bones and Mining– trading involves an exchange of goods. UKS2 – Victorians - items that were traded during the Victorian era e.g., cotton, silk, tea and the impact it had on our industry. They will know that an increase in trade fuelled the Industrial Revolution before the Victorian period and continued to demand industrial production.</p>	

UKS2

Chronological Understanding

- Know and sequence key events of time studied, comparing where it fits in with times studied in previous year groups.
- Understand the term 'century' and how dating by centuries works.
- Putting dates in the correct century.
- Use relevant terms and period labels, eg. Stone Age, Bronze Age, Romans, **Anglo-Saxons, Vikings**, Greeks, Ancient Egyptians, Mayas and Victorians.
- Make comparisons between different historical periods. – *Build on previous knowledge about invasions eg. from the Romans (how is it different, similar etc.?)*
- Develop a chronologically secure understanding of **British**, local and world history across the periods studied.
- Place the time, period of history and context on a timeline.
- Use relevant dates and terms.
- Sequence 8-10 events on a timeline. – *They will be able to sequence key events on a timeline between 789AD-1066AD and decide whether it was a success or a failure for the Vikings.*

Disciplinary Skills

Change and continuity

- Describe the links between main events, similarities and differences and changes within and across different periods/studied. – *They will be able to sequence key events on a timeline between 789AD-1066AD and decide whether it was a success or a failure for the Vikings. How Britain changed from 789AD to 1066AD.*
- Describe the links between different societies.
- Explain the reasons for changes and continuity using the vocabulary and terms of the period as well. – *Eg. Viking invasions, the actions of Alfred the Great, Edward the Elder, Aethelflaed, and Athelstan etc.*
- Analyse and present the reasons for change and continuity. – *Eg. Viking invasions, the actions of Alfred the Great, Edward the Elder, Aethelflaed, and Athelstan etc.*

Similarity and difference

- Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. – *Social structure of Viking society.*
- Make links with different time periods studied.
- Describe change throughout time. – *They will be able to sequence key events on a timeline between 789AD-1066AD and decide whether it was a success or a failure for the Vikings. How Britain changed from 789AD to 1066AD.*

Cause and consequence

- Give reasons for historical events, the results of historical events, situations and changes. – *The actions of Alfred the Great, Edward the Elder, Aethelflaed, and Athelstan. The Battle of Hastings.*
- Start to analyse and explain the reasons for, and results of historical events, situations and change. – *The actions of Alfred the Great, Edward the Elder, Aethelflaed, and Athelstan. The Battle of Hastings.*
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Historical significance

- Identify significant people and events across different time periods. – *Alfred the Great, Edward the Elder, Aethelflaed, and Athelstan.*
- Compare significant people and events across different time periods. – *Edward the Elder, Aethelflaed, and Athelstan (compare their successes).*
- Explain the significance of events, people and developments. – *The significance of Alfred the Great.*

Historical interpretation

- Compare accounts of events from different sources. – *Compare a Saxon account and a Viking account of the Lindisfarne raid.*
- Suggest explanations for different versions of events. – *Compare a Saxon account and a Viking account of the Lindisfarne raid. Suggest why they may be different.*
- Evaluate the usefulness of historical sources. – *When researching Alfred the Great, they will know that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically.*
- Identify how conclusions have been arrived at by linking sources.
- Understand that different evidence creates different conclusions. – *New evidence from Jorvik – Vikings were traders and not just raiders.*
- Use books and e-learning for research. – *Why was Alfred considered to be 'great'?*
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Historical enquiry

- Plan a historical enquiry.
- Suggest the evidence needed to carry out the enquiry.
- Identify methods to use to carry out the research.
- Ask historical questions of increasing difficulty e.g. who governed, how and with what results?
- Ask questions about the interpretations, viewpoints and perspectives held by others.
- Use a range of sources to find out about a particular aspect of the past. – *Battle of Lindisfarne.*
- Recognise primary and secondary sources.
- Select relevant sections of information.
- Identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Bring knowledge gathering from several sources together in a fluent account.

Organisation and communication

- Communicate knowledge and understanding using historical terms and relevant historical information from a range of sources in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Show written and oral evidence of continuity and change as well as indicating simple causation.
- Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Construct explanations for past events using cause and effect.

Vocabulary

Scandinavia, Viking, Danes, longship, knar, Valhalla. Invade, raid, loot, berserkers, religious institutions, Danelaw, conquer, fort, treaty, outlaw, duel, Thing, Holmgang, jarls, karls, thralls, territory, reign, fortification, rival, heir, retreat, Normans.